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ABSTRACT

This study of the vocational training system in the Federal Republic of Germany was conducted by the European Centre for the Development of Vocational Training through site visits, seminars, research papers, and discussion. The study found that the majority of young people in the Federal Republic of Germany (currently 1.8 million) receive their vocational training in the framework of the "dual system." This term is used to describe the combination of practical and theoretical vocational training at two places of learning with different legal and structural characteristics. The practical part of vocational training takes place in the training company under the supervision of a trainer, whereas the theoretical part is implemented at a vocational school, attendance at which is compulsory 1 or 2 days per week. Approximately 60,000 teachers and 768,000 in-house trainers are currently providing training. The framework conditions for in-house training are uniform throughout the country and regulated by law. The term "trainer" is defined according to law, with the authorization to recruit and train young people. Authorization for the recruitment and training of trainees is linked to the personal and technical aptitude of persons in the firm. The person responsible for vocational training must be registered with the proper authority, which monitors the personal and technical aptitude of the trainer. Trainers must offer vocational training in a purposeful form and structure it to meet the training objective. Continuing training is required for in-house trainers. (KC)

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CEDEFOP Document

In-firm trainers of young people in the framework of the dual vocational training system of the Federal Republic of Germany

European Centre for the Development of Vocational Training

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In-firm trainers of young people in the framework of the dual vocational training system of the Federal Republic of Germany

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Berlin, July 1988

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CEDEFOP INTRODUCTION

This report on the training of the in-company trainer of young people is one of a series of national reports on this subject, commissioned by CEDEFOP and financed jointly by CEDEFOP and a national authority. Reports were completed during 1988 on the Federal Republic of Germany, Greece, France, Ireland, Italy and the United Kingdom. They are now being published in the original language and English and French. Further studies have been launched in relation to Luxembourg and the Netherlands, while a synthesis report is also being prepared.

CEDEFOP's work on the training of trainers before these series of studies were launched was of a fairly general nature. A series of national reports on the professional situation and training of trainers in the Member States Communities was published in 1983 and 1984. We have also prepared a paper on the subject at the invitation of the Commission for the Advisory Committee on Vocational Training. In December 1987 a seminar was held to see how national public training authorities organised the training and updating of trainers whom they themselves employed in their own training centres.

The generally accepted view that alternance systems of education and training, such as apprenticeship, the German dual system, contrats formation-emploi etc., should and can play a major role in the improvement of training provision in the future, has often failed to take account of the key questions of whether there are enough trainers with appropriate training and experience within companies to ensure the quality of company-based training in such systems. Hence when a proposal for a study on this subject was made by the (then) Manpower Services Commission in the United Kingdom, CEDEFOP responded positively. CEDEFOP was particularly interested because the original proposal emphasised the value of ensuring a strong Community dimension, with the possibility of cooperation between the research teams involved. As can be seen from the report, each of the national research teams was able to visit two other countries and follow a programme there organised by the research team in that country. There were also three meetings at Community level, the last of which discussed the draft reports. The final reports were prepared on the basis of comments made by colleagues at this meeting. It will nevertheless be noted that the reports are essentially national reports, i.e. written by a research team on or about the systems and problems of their country. The Community dimension although acknowledged by all those concerned to have been of value, does not come through in the reports as clearly as had initially been hoped. To some extent this is not surprising, the arrangements for training of trainers reflect not only the general approach to education and training in the country concerned, but also its economic structure and state of development.

It will be seen that in effect, of the six countries concerned in the initial study only in the Federal Republic of Germany is there any legislative provision which regulates the situation. In Germany one can only be a trainer within the dual system, even on a part time basis, if one has fulfilled certain conditions. In other Member States, there is no legislative conditions, although in the United Kingdom, for example, there is a provision for controlling the quality of training provided, including the quality of the trainers, before organisations receive approved training status in the Youth Training Scheme.

The reports also show the great difficulty in arriving at satisfactory and comprehensible definitions. Even within the defined area of study, it was found that there are very many different groups of trainers, depending upon issues such as the size of the companies concerned, the organisation of the companies' training arrangements etc.

The difficulties encountered underline the obstacles to any overall Community action in this field. However all the participants in the exercise were as convinced at the end as at the beginning, of the need for much greater attention to be paid by companies and public authorities to improving the quality of the trainers of young people, and CEDEFOP will continue its work in this field.

Enrique Retuerto de la Torre
Deputy Director

Berlin, March 1989

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Preface

There is a growing consensus, both at Community level and in the individual Member States of the European Community, on the importance of alternance elements in the framework of training schemes for young people. Such alternance schemes comprise phases of in-firm training - learning on-the-job - coupled with school-based learning phases. Against the background of social and economic developments, these training schemes are particularly influenced by technological change.

In order to improve their opportunities on the job market in the wake of these processes of change, most people in the European Community must be prepared to change not only their workplace, but also their occupation and career plans. Effective basic training must take these facts into account and make young people correspondingly adaptable and creative in terms of greater flexibility and mobility.

The providers of training schemes based on the alternance principle are to a certain extent faced with the conflict between the general opinion that alternance is an efficient form of training, on the one hand, and the practical opportunities for the imparting of this training, on the other. In such situations, the role of the provider of learning schemes within the working process, e.g. the trainers, apprenticeship master or training manager, is of decisive importance. However, at Community level relatively little is known about these persons, their

qualifications and experience.

Such questions have been discussed in the framework of talks between CEDEFOP and various Member States of the European Community with the participation of representatives from ministries, vocational training and research institutes and representatives of the social partners. Key study and research areas were laid down in the framework of a joint research project between France, Greece, Ireland, Italy, the United Kingdom and the Federal Republic of Germany, the overriding objective being to increase knowledge on the present status, experience and qualifications of persons responsible for the in-firm training of young people in the Member States of the European Community and to facilitate the exchange of information and experience between vocational training experts and institutions.

This report gives an account of the research results of the German team within the context of CEDEFOP project 11.1017, work on which was commenced in October 1987 and concluded in July 1988.

Apart from tasks implemented at national level, the following meetings took place in the context of the Community dimension of the project, permitting an exchange of experience between vocational training experts from Ireland, Italy and the Federal Republic of Germany:

- 10 - 14 October 1987 at AnCO, Dublin, Ireland;
- 23 - 30 March 1988 at IFSOL, Italy;
- 16 - 18 May 1988 at the Bundesinstitut für Berufsbildung,

Berlin, Federal Republic of Germany (with the participation of experts from France and the United Kingdom).
These meetings all had a similarly structured programme:

- visits to companies providing vocational training for young people and adults;

- talks and an exchange of experience with heads of personnel departments, in-firm trainers and persons delegated training functions on the tasks, structure, framework conditions, opportunities and problems in the field of vocational education;

- workshops providing opportunities for discussion with organizations and institutions involved in vocational training and offering the possibility of becoming acquainted with the various concepts and positions.

The intensive and constructive exchange of information and experience with the training experts from Ireland and Italy and moreover in the framework of a final CEDEFOP conference in Berlin, attended by experts from virtually all the Member States of the European Community, have had an essential impact on the form of presentation of this report and the development of proposals on the continuing training of in-firm training personnel.

The intention of this report is to give adequate replies to questions frequently raised by experts from other Member States of the European Community on the vocational training

system and in particular the situation of in-firm training personnel in the Federal Republic of Germany.

As well as describing the present situation, this report also includes a series of further-reaching questions and possible solutions discussed at Community level against the background of the plans for the Single European Market in 1992; these include in particular questions concerning comparability and mutual recognition of vocational training diplomas, comparability of the organization and imparting of vocational qualifications and proposals for actions at Community level.

Winfried Schulz
Bundesinstitut für Berufsbildung

Berlin, July 1988

1. Vocational education of young people in the Federal Republic of Germany

1.1. The dual system of vocational education

In the Federal Republic of Germany, the initial training of more than 60 % of young people in a given age-group takes place within the dual system. Responsibility for the regulation of the in-firm part of this training lies in the hands of the Federal government, whereas the Ministers or Senators for Education of the Länder are responsible for the school-based part of initial training.

The more comprehensive part of vocational training in terms of learning hours takes place in training companies. In this context young people acquire job-related, practical skills and work experience. In the first year of training, the company provides the young people with broadly-based pre-vocational training. In the second and third years of training, the trainees then acquire the skills and knowledge necessary for qualified professional activity and gain the necessary on-the-job experience. Training mainly takes place by the participation of the youngster in production and in company operations geared towards the production of goods and services. Targeted and production-related vocational learning are interlinked within the firms. Training generally takes place in one company. To facilitate more broadly-based on-the-job experience, apprentices can also switch among various companies.

The essential characteristics of in-firm vocational training are that it is organized under private law and market-oriented. This system is based on the principle of individual liberty of contract, largely independent of state intervention; it comprises the free choice of the supplying and the demanding parties. The person providing training, very often the proprietor of the company, and the trainee (apprentice) conclude a training contract which, according to the provisions of the law, must contain the following information: nature and objective of the vocational education, the technical structure of its contents, its schedule, its starting point and duration, training measures outside the training site, duration of regular, daily training time, length of the probationary period, payment and level of remuneration, holiday entitlements, provisions governing the termination of the contract.

The Vocational Training Act imposes a number of tasks and duties on the person providing training, the most important of which are as follows: he must ensure that the vocational skills and knowledge necessary for the achievement of the training objective are imparted and moreover that the trainee acquires the necessary on-the-job experience. He must divide up the course of training according to a schedule and a curriculum and draw up a training plan, train the trainee himself or appoint a trainer to do so, provide gratuitous trainee resources, ensure that the trainee attends vocational school and keeps a work diary/ records which he must control.

The person providing training has the obligation to care for the trainee and promote his character. He may not assign the trainee any activity unrelated to the purpose of his training or physically inappropriate tasks. He must ensure that the trainee presents him with the certificates on the stipulated medical examinations. Upon conclusion of the vocational education contract, he must apply to the competent authority for registration in the register of vocational education contracts and notify any amendments to the contract to that authority. He must guarantee the trainee adequate remuneration and issue him with a certificate upon conclusion of the vocational education contract.

Trainees have the following tasks and duties in the framework of vocational education:

- the obligation to learn (active participation in one's own training);
- participation in vocational schooling, the intermediary examination and other measures;
- the duty to comply with instructions;
- observation of internal company regulations;
- the duty to exercise due care in the utilization of tools and machines;
- the duty to keep business and trade secrets;
- the duty to keep a work diary/records;
- medical check-ups before and after training.

The training measures as such are funded by the individual company. The legal relationship between the company and

the trainee is not only governed by a training contract, but also by a contract of employment, thus ensuring that the young person in question is prepared for a job and for integration into working life; it gives the person providing training the opportunity to make provision for his own requirements in terms of skilled manpower. Average training costs per apprentice per annum stood at DM 20 500 for all recognized training occupations in 1985; on average 40 % of this sum was earned as a result of the work of the youngsters in the enterprises. Average gross costs for all recognized training occupations were distributed as follows: 48 % personnel costs for the apprentice, 41 % costs for the training staff, 6 % investment and non-personnel costs, 5 % other costs. In 1986 average monthly apprentices' wages stood at DM 605,-- for a first-year apprentice, DM 689,-- for a second-year apprentice and DM 787,-- for an apprentice in his third year.

The young trainee is generally in the company 3-4 days per week and attends vocational school (Berufsschule) 1-2 days per week. Tuition at the vocational school complements and reinforces the practical vocational education imparted by the company and generally broadens young people's education.

Training for a recognized training occupation may only be implemented according to specific training regulations. These regulations are issued by the relevant minister for the trade concerned, generally the Federal Minister

of Economics, and are binding as legal provisions for in-company training.

Each set of regulations stipulates the following minimum contents:

- the denomination of the training occupation;
- the duration of training measures;
- the skills and knowledge to be acquired;
- guidelines on the technical structure and schedule relating to the acquisition of these skills and knowledge (= general training plan);
- examination requirements.

These training regulations are designed to ensure uniform standards of in-firm vocational education throughout the Federal Republic, despite the differences between the individual companies, and to facilitate the occupational mobility of young people. At present there are approx. 380 recognized training occupations. Training generally lasts 2-3 1/2 years. Of the approx. 380 recognized training occupations, 40 involve a two-year period of training.

The training regulations are drawn up in accordance with economic, social and technological change in the framework of a process involving the employers' associations, the trade unions, the relevant Federal Minister and the Federal Institute for Vocational Training (BIBB). The training regulations are moreover coordinated with the framework curricula of the schools. Initiatives for amendment generally stem from the social partners.

Legal responsibility for the vocational training system lies in the hands of the Federal government, whereas the vocational schools are the responsibility of the Länder. The vocational schools are funded by the relevant Land. The person providing training/trainer is responsible for the implementation of in-firm vocational education. The teachers at the vocational schools complement and reinforce practical vocational education imparted within the firm.

The tools and equipment available in the company are generally used as training resources. The firm may however decide to use further training aids as it sees fit.

The final examination upon concluding vocational education is organized by the competent authority (i.e. the chambers of industry and commerce, the chamber of crafts). The relevant training regulations provide the basis for this examination. The examination also refers to contents imparted by the vocational school. 705 500 young people sat these examinations in 1985, 89.7 % passed the final examinations; the pass rate among women (90.5 %) was slightly higher than that among men (89 %).

1.2. Young people in vocational education

a) The conclusion of training contracts

The conclusion of training contracts is oriented by the skilled manpower requirements of the firms, on the one hand, and on the aptitudes and disposition of young people, on the other. The establishment of contacts between companies offering training places and young people seeking training places takes place in a variety of ways. Contacts may be established via advertisements in the press, personal initiatives (e.g. "open days") or careers' exhibitions organized by the competent authorities and trade associations, through the vocational counselling and placement units of the manpower services and in the framework of the opportunities for cooperation between industry and schools of general education (intake of trainees, "taster" apprenticeships during the school holidays, company visits of teachers and school classes.)

According to the official statistics, the overall demand for training places as of 30 September 1986 was 731 448 throughout the Federal Republic of Germany, as compared to a supply of 716 348 training places on the same date.

The supply-demand ratio (the number of training places offered per 100 applicants) thus stands at a value of 97.9.

The establishment of contacts between firms offering training places, on the one hand, and young people seeking training places, on the other, largely operates through the placement services of the Federal Institute of Labour (Bundesanstalt für Arbeit). Local employment agencies acted as intermediaries in 71 % of cases,as far as supply was concerned,as 87 % of cases,with respect to demand,in 1986.

Table 1 shows a breakdown of the applicants registered with the Federal Institute of Labour as of 30 September 1986 according to type of school certificate attained and sex; it further indicates applicants not yet placed on the reference date,again according to the type of school certificate and sex.
(Table 1, see next page)

In the training year 1987/88, the Federal Institute of Labour further expanded its programme to promote disadvantaged youngsters (e.g. young foreigners and low attainers who would otherwise have no training opportunity). The aim of this programme is, on the one hand, to facilitate a transfer of young people into in-firm training as soon as possible and, on the other, to support youngsters undergoing in-firm training by parallel support schemes to ward off difficulties during training which might lead to the youngster dropping out. In the framework

Table 1: Applicants for vocational training places at the Federal Institute of Labour

Type of school certificate	Registered applicants				Applicants not yet placed			
	Total		men	women	Total		men	women
	No.	%	%	%	No.	%	%	%
No lower sec. school leaving certificate	27 018	4.2	65.7	34.3	2 334	8.6	7.8	10.2
Lower sec. school leaving cert.	235 369	36.8	49.6	50.4	18 744	8.0	6.3	9.6
Intermediate school leaving certificate	282 799	44.2	36.7	63.3	17 103	6.0	4.4	7.0
Cert. of aptitude for post-sec. technical college	20 896	3.3	37.3	62.7	1 984	9.5	8.3	10.2
Upper sec. leaving cert. (giving access to higher ed.)	62 539	9.8	36.6	63.4	4 784	7.6	6.7	8.2
Drop-outs and graduates from post-sec. technical colleges/ higher education	10 810	1.7	50.2	49.8	1 321	12.2	12.2	12.2
Germans	600 134	93.9	41.9	58.1	42 140	7.0	5.6	8.1
Foreigners	39 292	6.1	58.4	41.6	4 130	10.5	9.2	12.4
Total	639 431	100.0	42.9	57.1	46 270	7.2	5.9	8.2

of the Federal Institute of Labour programme for the disadvantaged, subsidies are earmarked not only for the corresponding personnel, non-personnel and administrative costs, but also for the remuneration of the youngsters for the part of the training time spent in the framework of the remedial measures. Approx. 36 000 youngsters thus receive training in recognized training occupations: 19 200 in inter-company facilities and 16 800 in the framework of support schemes running parallel to training.

b) Existing training contracts

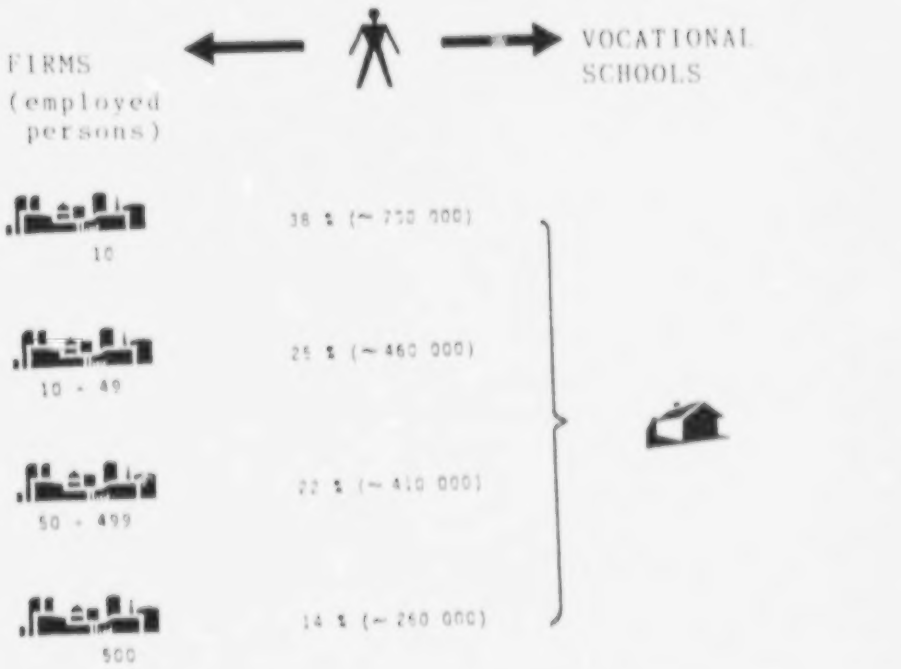
Table 2 gives an overview of existing training contracts in 1985, broken down according to fields of training.

Table 2: Number of training contracts according to fields of training, 1985

Fields of training	Trainees	
	Number	Percentage
Industry and commerce	874 602	47.8
Craft trades	687 454	37.5
Agriculture	53 396	2.9
Public service	72 620	4.0
Liberal professions	131 458	7.2
Domestic service and shipping	11 723	0.6
Total	1 831 253	100

A breakdown of training contracts according to the size of the companies providing training shows that most of the training effort is made by small and medium-sized companies. The following situation can be observed:
38 % of all trainees receive their training in companies with up to 9 employees, 25 % in companies with 10 - 49 employees, 22 % in companies with 50 - 499 employees and 14 % in companies with 500 + employees. Diagram 1 illustrates this situation.

Diagram 1: Training contracts according to size of the companies providing the training.



c) Age structure of trainees

According to 1984 data, the age structure of trainees shows the following picture:
8 % of trainees fall into the 15 - 16 age-bracket, 65 % are aged 17 - 19 and 27 % are aged 20 +. The average age of trainees in 1985 was 18.2, whereby there was no difference between men and women.

An increase in the average age of trainees can be observed over the past decade. This trend has been underpinned by the following phenomena: the growing demand for higher level school leaving certificates, greater interest among school-leavers with high level educational certificates in receiving vocational education within the dual system, increasing participation in vocational preparation schemes prior to the commencement of in-company training and the general labour market and training place situation.

d) Sex of trainees

Of the 1 831 253 training contracts existing in 1985, 1 087 489 or 59,4 % involved young men and 743 764, i.e. 40,6 %, young women. Table 3, which follows, shows the proportion of female trainees per field of training.

Table 3: Proportion of female trainees of the total number of training contracts according to fields of training in 1985 (percentages)

Industry and commerce	Craft trades	Agriculture	Public service	Liberal professions	Domestic service, shipping
43,5	25,6	31,4	47,4	95,7	90,5

e) Trainees' previous school education

In 1985 there were some 966 000 school-leavers in the Federal Republic of Germany. This figure is expected to fall by approx. one third by the year 2000 due to the decline in the population. The educational level of 1985 school-leavers was structured as follows: 23 % of school-leavers held an upper secondary school leaving certificate granting access to higher education, 35 % were holders of an intermediate school leaving certificate, 34 % had a lower secondary school leaving certificate, following 9/10 years of compulsory schooling in schools of general education,and 8 % had no lower secondary school leaving certificate. In contrast to the situation at the beginning of the 1970's, the intentions of young people with a certificate of access to higher education have changed - not least on account of the high rate of unemployment among academics. In 1985,only 59 % voiced the intention of going into higher education. As behavioural statistics show, holders of the upper secondary school leaving certificate are increasingly penetrating into initial vocational training within the dual system. There are no clearly stipulated entrance requirements for recognized training occupations. However, for a number of years now a change in the educational background of trainees has been observable. The proportion of Abitur holders and intermediate secondary school-leavers has increased. The educational background of trainees in 1985 was as follows: 43.4 % were from lower secondary schools, 2.1 % were lower secondary school-leavers with no leaving certificate, 42.6 % were from intermediate secondary schools and 11.9 %

were holders of an upper secondary school leaving certificate granting access to higher education.

f) Trainees' paths following training

In 1985, 705 500 trainees (42.6 % young women) took part in final examinations in the framework of vocational education. 50 % of those having completed vocational education found a contract of employment in the occupation in which they received training; 4 % found a temporary contract in the occupation in which they received training; 12 % found a contract of employment in a different field; 3 % found a temporary contract of employment in a different field; 9 % entered military or non-military service; 13 % subsequently participated in other training and continuing training schemes and 9 % became unemployed upon completion of their training.

2. Questions for studies on in-firm training personnel and description of methodology

2.1. Questions for studies on in-firm training personnel

The central research objectives of this study are to describe the persons who train young people in the framework of in-firm vocational training and further development trends to promote in-company training personnel in the Federal Republic of Germany.

The following research questions seem particularly important in this context:

Who is a trainer according to the Law on Vocational Training and the Craft Trades Act (HWO)?

What are the tasks and functions of in-firm trainers?

What denominations can be found for in-firm trainers?

What are the qualifications of persons with training functions in the firm?

How are the persons with training functions in the firm recruited?

What formal and informal training schemes are to be found for in-firm training personnel?

What is the role perception of trainers and how are they assessed by young people?

What are the demands on the in-firm training of young people of the future?

What are the demands on the in-firm training personnel of the future?

What trends can be observed towards the promotion of in-firm training personnel?

2.2. Description of methodology

This report is essentially based on two methodical approaches:

On the one hand, an analysis was conducted of the literature concerning the subject of the study. Empirical surveys, analyses, statistical surveys, studies, monographs, material and press articles were screened, evaluated and processed for the presentation of this project report. The literature analysis also included the corresponding legal provisions, the relevant acts and laws, regulations, recommendations, directives and guidelines insofar as they were relevant to the subject under discussion. Unpublished internal documents and data made available by the Federal Institute of Vocational Training were also taken into consideration in the literature evaluation process.

The second methodical approach was the compiling of empirical data. 54 persons with training functions and 46 trainees from 22 (mainly small-scale and medium-sized) companies in Berlin and the rest of the Federal Republic of Germany were surveyed. The selection of the firms and persons cannot be considered representative; they constitute a random sample. The surveyed persons included persons from industrial enterprises in the metalworking and electrical engineering sectors and the field of commerce. A further 45 persons attending courses at the Berlin chambers of crafts in preparation for their master craftsman examination were also surveyed.

The field researcher has in principle several methodical possibilities open to him. Use may be made e.g. of questionnaires, structured or semi-structured interviews, various types of written surveys, free open discussions or focused interviews.

In the context of this study,the surveying was conducted in the form of focused interviews. Apart from the recording of data, the focused interview permits a most intensive exploration of the subjective statements, attitudes and appraisals of the respondents. The interviewer proceeds by going through a previously determined list of subjects with semi-structured questions with the respondent and listing the answers received. Evaluation may be either of a qualitative or a quantitative nature. The questions listed above were the centre of interest in our focused interviews .

3. Results

3.1. Persons training young people in the framework of in-company vocational training

3.1.1. Who is a trainer in terms of the Law on Vocational Training and the Craft Trades Act?

In all the legal provisions of relevance to vocational education - e.g. the Law on Vocational Training, the Craft Trades Act, the Regulation on the Competence of Trainers, the Law on the Protection of Young People at Work, the Law on Labour Relations at the Workplace - the persons responsible for the implementation of vocational education in the firm are described as persons providing training or trainers. The persons responsible for vocational education must have both personal and technical aptitude for this purpose. The person providing training is the person legally responsible for vocational education; this will often be a natural person - the company proprietor himself - but may also be a legal entity.

Trainees may in principle be taken on by any natural person or legal entity with a company training facility at his/its disposal. The person providing training may only take on trainees in the framework of a training contract if he has the personal aptitude to do so. In the case of legal entities, the natural persons representing the body in question must show this personal aptitude. The Law on Vocational Training does therefore not positively stipulate

who precisely is a person providing training/trainer, but restricts itself to the personal and technical aptitude of a person for training functions.

Personal aptitude normally exists if the following conditions obtain:

- no harm to the trainee's character or moral or physical endangerment of his person are to be expected;

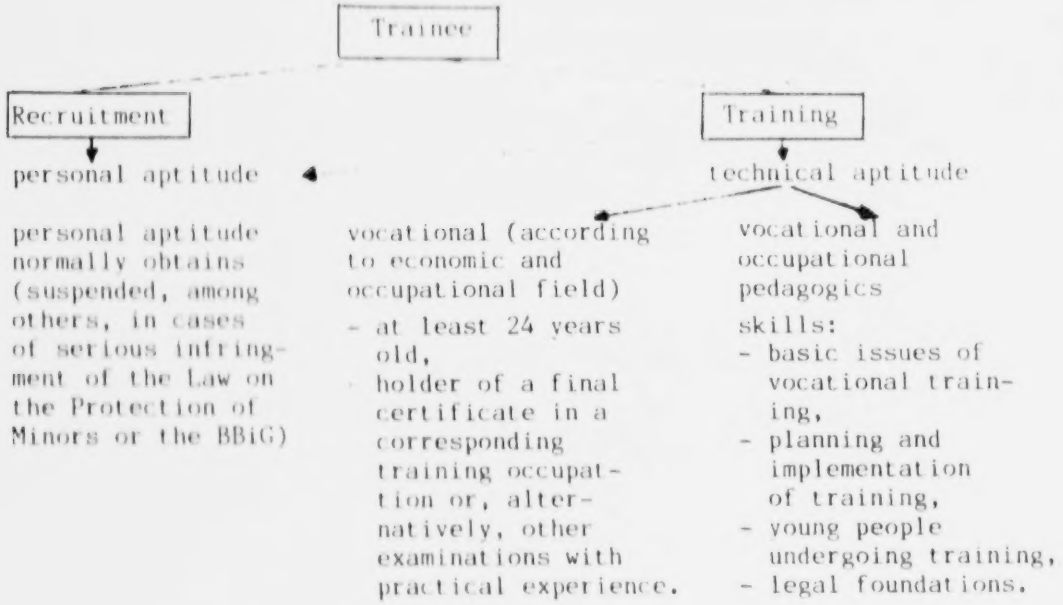
- no serious or repeated infringements of the Law on Vocational Training or other major laws and provisions governing vocational education have occurred.

If the person providing training trains trainees himself, he must show not only personal, but also technical aptitude. If the person providing training does not himself train young people - regardless of the reasons he may have for not doing so - he must appoint a trainer for the express purpose of training. The trainer however must be appointed before the recruitment of the trainees, whereby the person providing training must ensure that the trainer has the personal and technical aptitude for training purposes.

In this case the trainer assumes the obligations of the person providing training, namely to render services to the trainee in the framework of a contract of employment, the trainer thereafter being employed by the person providing training in the performance of an obligation. Fig. 2 illustrates the entitlement to recruit and provide

training.

Fig. 2 Entitlement to recruit and provide training under the Law on Vocational Training (BBiG)


Trainee
Recruitment
Training
personal aptitude
technical aptitude
personal aptitude normally obtains (suspended, among others, in cases of serious infringment of the Law on the Protection of Minors or the BBiG)
vocational (according to economic and occupational field)
- at least 24 years old,
- holder of a final certificate in a corresponding training occupation or, alternatively, other examinations with practical experience.
vocational and occupational pedagogics skills:
- basic issues of vocational training,
- planning and implementation of training,
- young people undergoing training,
- legal foundations.

The works' council which, according to the Law on Labour Relations at the Workplace, may be established if the company has a minimum of five employees, has the right to protest against the appointment of a person entrusted with the implementation of vocational education in the firm or to call for his substitution if this person does not have the personal and technical aptitude for training functions or neglects his duties.

Technical aptitude concerns vocational qualifications and and qualifications in terms of vocational and occupational pedagogics. A person with the necessary vocational skills and knowledge and who is at least 24 years old has the technical aptitude for the vocational part of training.

According to the Law on Vocational Training, a person has the vocational skills and know-how for all recognized training occupations, with the exception of the craft trades, if he has passed:

- a final examination in a specialized field corresponding to the training occupation;
- or, alternatively, other examinations (e.g. examinations at a German institute of higher education) and has an adequate period of practical on-the-job experience.

As far as the craft trades sector is concerned, a person is considered to have technical aptitude for training functions if he has passed :

- the master certificate in the trade in which he is to impart training;
- or, alternatively, other final examinations (e.g. at a German technical institute of higher education, an academy of engineering or a specialized college of higher education) plus the journeyman's or skilled workers' certificate, and has at least four years of practical on-the-job experience.

A person who has demonstrated knowledge of the following specialized fields in an examination according to the

Regulation on the Competence of Trainers possesses the technical aptitude for the vocational and occupational pedagogic part of training:

(i) basic issues of vocational training;
(ii) planning and implementation of training;
(iii) young people undergoing training;
(iv) legal foundations.

If the persons with training functions have many years of experience in the training field, this experience may be recognized by the competent authorities as technical aptitude in vocational and occupational pedagogics.

As far as the craft trades are concerned, the regulation on common standards for the master certificate examination stipulates, alongside the practical examination, the examination of theoretical technical knowledge and knowledge of economics and law as part IV of the master certificate examination; this corresponds to the knowledge in the field of vocational and occupational pedagogics outlined above.

Monitoring and surveillance of these provisions - technical aptitude from the vocational point of view, of technical aptitude from the vocational and occupational pedagogics angle, personal aptitude and the minimum age requirements (24 +) - are carried out by the competent authorities (chambers). Prior to the conclusion of a training contract, the persons responsible for vocational education in a

company (person providing training/trainers) must be registered with the competent authorities where they are recorded in a register of trainers.

3.1.2. The tasks and functions of training personnel

According to existing empirical findings - confirmed by our study - training in the firms is primarily carried out by the training personnel as a function among others, i.e. productive and service-rendering functions.

The tasks and functions of individual training personnel may show variations in their distribution/concentration, according to the size of the company, the volume of training to be conducted and the level of development of the company training system.

The key functions and tasks in the framework of training are as follows:

- Recruitment

Recruitment above all refers to the operationalized function of the authority to take a decision. This function stipulates the selection criteria, determines how many trainees may be selected for which occupations and finally also actually selects the trainees. If the person with this function is not the employer himself, he will generally have to be granted power of representation. The recruitment process is based on considerations of personnel planning, including market economy elements

and company decisions in the field of staff development.

- The selection process

The selection process prepares the decision as to who is to be selected as a future trainee. In this context, the applicants for a training place are examined with reference to their aptitude and propensity for the occupation or training in question. This process normally takes place according to guidelines established internally within the firm (e.g. interviews, tests, small work samples). It serves as the basis for recruitment and also includes the canvassing and recruitment of trainees.

- Planning and organization

Two levels of planning can be differentiated: the first level concerns macro-planning. Macro-planning means the planning of financial resources for training, the planning of the number of trainees, selection and operation of trainers/persons delegated training functions/skilled employees entrusted with training and the coordination of inter-occupational planning. The second level of planning, micro-planning, comprises the elaboration of a company training plan and transfer plans during company training and the selection of training-effective work-places within the firm.

The organization of training follows on as a consequence of the planning considerations. It includes the introduction of the youngster to the real world of work, the concrete implementation of training and control of the

trainee's achievement and progress.

- Contacts

Contact tasks include the initiation and cultivation of relations, both inside and outside the company, which appear necessary and desirable in the context of in-firm training: relations with trainees' parents, the vocational school, the competent authorities (especially the trainee/apprentice counsellor), professional associations, the vocational guidance services of the local employment agencies and the works council.

- Counselling/guidance

The term "counselling" characterizes an important function in the framework of training. Counselling in this context must not least be oriented towards the age and previous education of the trainee: youngsters need a special type of what is otherwise termed as "management" or "guidance". The following are examples of concrete tasks in this context: introduction to the company, information on company organization and activities, assistance in cases of uncertainty or personal problems and information on careers and employment opportunities. Counselling functions are often assumed by a constant reference person - very often the trainer.

- Instruction

The central function of training is actual working life and (practical and theoretical) teaching and learning. Instruction is vocational teaching in the narrower sense

of the term, e.g. demonstration, direction, counselling as a orientation basis for learning. The organization and coordination of working and training tasks create the prerequisites and conditions for the acquisition of specific technical and multidisciplinary skills. In its wider sense, instruction represents the learning process of the learner himself which takes place in interactive productive activities. The learner acquires skills and knowledge in the framework of occupational activities by observation, experience and reflection. Instruction also includes control of the learning process and assessment of the trainee. Training aids are generally available within the training company and are frequently also deployed to increase the level of achievement of the trainee, e.g. during instruction. Use of audio-visual media in the framework of the trainer's activities will depend, among others, on the intensity of the training measures, the size of the company in question and the relevant field of training. The essential aids for training are nevertheless the work and tools "on the spot". If these resources are not sufficient for demonstrative purposes, audio-visual aids, partly designed by the trainers themselves, or other available aids which are similarly deployable are used as training resources.

3.1.3. Differentiation of the tasks and functions of training personnel

It can be stated for all the above-mentioned functions and clusters of tasks that, both individually and in their

totality, they are all directed towards the initiation, organization, coordination, implementation and evaluation of vocational training processes in conjunction with the accomplishment of company tasks.

On the basis of the classical or holistic form of in-company training - the apprenticeship leading to the master's certificate, nowadays mainly to be found in small and medium-sized enterprises - in which the company proprietor directs and implements the entire training process himself, training structures become more complicated as the size of the company and the training volume increase. Responsibility for decision-making and functions are shared and delegated.

The next table, Table 4, shows which of the above-mentioned functions and tasks are mainly to be considered as management or training functions in the training practice of companies with a highly differentiated training system. It must however be noted that a clear differentiation between management and training functions is not always possible. (Table 4, see next page)

A precise delimitation of persons according to their functions and the size of their company is not possible at present. The respective proportion of the training volume in terms of overall working hours and functions can scarcely be evaluated. However in general terms it can be stated that over 90 % of persons providing training/ trainers assume their training tasks in conjunction with

Table 4: Personnel functions/tasks in the in-firm training system

Management functions	RECRUITMENT	SELECTION
	SELECTION CRITERIA NUMBER OF APPRENTICES TRAINING OCCUPATIONS SELECTION OF APPRENTICES	PREPARATION FOR DECISIONS ON RECRUITMENT EXAMINATION OF APTITUDE AND PROPENSITY SHORT-LISTING
	PLANNING/ORGANIZATION	CONTACTS
	NUMBER OF APPRENTICES FUNDING SELECTION AND OPERATION OF TRAINERS DRAFTING OF COMPANY TRAINING PLAN DRAFTING OF TRANSFER PLAN SELECTION OF WORKPLACES MONITORING OF TRAINING	CONTACTS OUTSIDE THE COMPANY (PARENTS, VOCATIONAL SCHOOL, COMPETENT AUTHORITY, VOCATIONAL COUNSELLING SERVICE) CONTACTS INSIDE THE COMPANY (MANAGEMENT, DEPARTMENTS, WORKS COUNCIL)
Training functions	INSTRUCTION	COUNSELLING/GUIDANCE
	TECHNICAL INSTRUCTION DEMONSTRATION DIRECTION COUNSELLING ASSESSMENT/LEARNING CONTROL	INTRODUCTION TO THE COMPANY ASSISTANCE IN CASES OF PERSONAL PROBLEMS CHARACTER PROMOTION CAREER OPPORTUNITIES EMPLOYMENT OPPORTUNITIES

working activities and management tasks within the company.

The group of persons with in-firm training functions can be typified as follows:

- persons providing training/trainers;
- persons delegated training functions/skilled employees entrusted with training functions.

The group of persons providing training/trainers is chiefly to be encountered in small and medium-sized enterprises. This group either comprises the persons providing training, i.e. company proprietors who recruit young people, organize and implement the training measures themselves, or skilled workers (trainers, heads of training departments in large-scale companies,delegated by the former to carry out training functions. These persons generally assume their training activities as a "sideline occupation". The persons responsible for training are registered with the competent authorities (chambers) as "trainers". In larger firms, in addition to their training functions, these groups of persons frequently assume functions in the field of continuing vocational training (in particular for persons delegated training functions/skilled employee entrusted with training functions), both in the technical and the vocational and occupational pedagogics fields.

The group of persons delegated training functions/skilled workers with training functions consists of skilled workers delegated by the person providing training or the trainer to assume partial training functions in the framework of

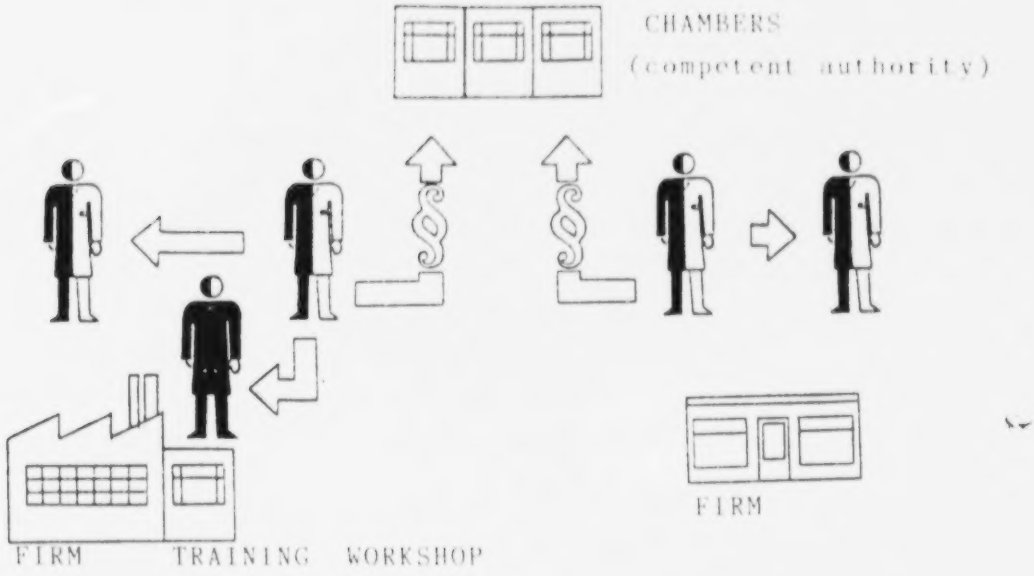
vocational education in their specific field of specialization. As far as their function in the company is concerned, these persons may be both superiors(e.g. master craftsmen, team leaders, heads of department) or specialized personnel (e.g. executive officers, skilled workers) who assume partial functions in the training of young people at their respective workplaces. Superiors partly assume these training tasks themselves and partly delegate their tasks to subordinate executive officers or skilled workers.

The training tasks of the persons delegated training functions/skilled employees entrusted with training functions are chiefly focused on the organization and monitoring of the training measures in their particular field of activity. This includes introducing trainees to their field of activity, instructing them at their workplaces, allowing them to participate in their work and assessing their progress. Moreover, they are also frequently the reference persons for trainees in their specific field. Persons delegated training functions/skilled employees entrusted with trainer functions are not generally registered in the register of trainers of the competent authorities. Fig. 3 illustrates this situation.
(Fig. 3 see next page)

3.1.4. Denomination of training personnel

The terms "person providing training" and "trainer" appear in the legal provisions on vocational training legislation, e.g. the Law on Vocational Training, the Craft Trades Act

Fig. 3 In-firm trainers and the formal minimum requirements



and the Regulation on the Competence of Trainers. The term "employer" is used in the provisions of labour and social legislation,e.g. the Law on the Protection of Young People at Work and the Law on Labour Relations at the Workplace.

Associations and institutions, e.g. the Federal Statistical Office, competent authorities and umbrella organizations denominate and define "trainers" in accordance with the Law on Vocational Training.

In accordance with the legal provisions, in the framework of statistical surveys these persons are denominated as "trainers" registered with the competent authorities

(chambers) who have been appointed for the training of trainees.

In training practice, responsible training in accordance with the Law on Vocational Training and training in concrete individual cases is mainly conducted by the same persons. In large-scale and medium-sized companies these functions are usually assumed by different persons. Table 5 shows the denominations used in training practice.
(Table 5 see next page)

3.1.5. Recruitment of training personnel

In the light of our survey among persons with training functions, two recruitment models can be discerned:
The first recruitment model is as follows: skilled employees with many years of varied, on-the-job experience and with the aptitude and inclination for the training of young people are first of all selected within the company as skilled employees entrusted with training functions; this takes place upon the request of their superiors (e.g. head of training department). Since in-company career advancement is generally linked to additional qualifications, activity as a skilled employee entrusted with training functions is not infrequently used, among others, as a means of acquiring further vocational qualifications, e.g. in the framework of seminars to acquire the qualification as a trainer or courses leading to the master or technician certificate.

Table 5: Denomination of in-firm training personnel in training practice (in order of the number of times quoted)

Functions in the training system	Position of the surveyed industrial training persons	Order	Position of the surveyed commercial training persons	Order
Management functions	Head of company/plant	1	Personnel manager/head of personnel dept.	1
	Head of training dept.	2	Head of dept.	2
	General Manager	3	Head of training dept.	3
	Team Leader	4	General Manager	4
	Trainer	5	Team Leader	5
Training functions	Trainer	1	Head of training dept.	1
	Master	2	Trainer	2
	Head of training workshop/ training dept.	3	Executive officer/ specialized personnel	3
	Head of dept./team leader	4	Team leader	4
	Executive officer/specialized personnel	5	Head of dept.	5
	Head of company/plant	6	Personnel manage-/head of personnel dept.	6

As far as the time frame is concerned, skilled employees are entrusted with partial training functions at their workplaces following approx. 3 - 5 years of practical technical activity. For some of the surveyed cases, the possibility of assuming a responsible trainer function was opened up after 5 - 8 years of activity as a skilled employee, including the asusmption of partial training functions for young people, as well as the acquisition of a corresponding certificate of aptitude. The incentive for further qualification partly stemmed from the initiative of the persons in question themselves - the acquisition of the formal preconditions for training is often regarded as a better platform for one's own career advancement.

In some cases the incentive for a further qualification in this direction came from the company (e.g. personnel promotion/development). Various motives or clusters of motives may be in the foreground in this context. For example, it may be a question of training and recruiting one's own skilled manpower requirements, of reinforcing the linkage between company requirements and vocational qualifications, of increasing both occupational mobility and flexibility and reducing costs (i.e. in comparison to the costs of introducing other skilled workers to the job).

At least in the long term, if not in the immediate future, the corresponding qualifications improve opportunities of in-company career advancement to middle management positions

with a relatively high degree of independence and responsibility, scope and decision-making authority, e.g. as a trainer responsible for entire training in a given specialized field and/or as a manager with responsibility for the production or services division with subordinate skilled workers. A number of years of experience in the production and services field as well as corresponding training functions, on the one hand, and existence of the need for an in-company promotion function, on the other, are decisive for career advancement in this context. For example, there were a total of 486 100 trainers with formal qualifications under the Regulation on the Competence of Trainers in the field of the chambers of industry and commerce in 1986; 3.4 200 of these trainers actually performed a responsible training function and were registered with the competent authorities.

A different recruitment pattern can be observed for heads of training departments in large-scale training companies. These persons generally have a university background and are initially recruited not as the head of a training department, but to assume specific functions which often correspond to their training in a specialized field. It is only after a number of years of practical in-company experience that they are entrusted with training management functions as head of the training department with responsibility extending beyond a specific specialized field. They then generally assume senior management positions within the company hierarchy.

3.1.6. Qualifications of training personnel

Table 6 gives an overview of the educational backgrounds of persons with training functions

Table 6: Educational certificates (in %)

Training personnel	in industrial and technical fields		in the commercial field	
Educational certificates	with training functions	with management functions	with training functions	with management functions
Lower sec. school	80	36	19	9
Intermediate sec. school	11	26	31	27
Commercial sec. school	0.5	2	23	18
Upper sec. school leaving cert. (Abitur)	1.5	22	21	37
Others	7	14	6	9

Table 7 shows the vocational training qualifications of persons with training functions

Table 7: Vocational training qualifications (%)

Training personnel	in industrial and technical fields		in the commercial field	
Vocational training certificates	with training functions	with management functions	with training functions	with management functions
Skilled worker/ journeyman/ commercial assistant	32	8	49	40
Technician/ master in crafts or industry	58	49	-	-
Graduate in engineering/ economics or other fields of higher education	4	38	22	42
Others	6	5	29	18

Table 8 shows how this group of persons acquired their aptitude in the field of vocational and occupational pedagogics.

Table 8: Acquisition of aptitude in the field of vocational and occupational pedagogics

Training personnel	in industrial and technical fields		in the commercial field	
Aptitude	with training functions	with management functions	with training functions	with management functions
Examination according to the Regulation on the Competence of Trainers	37	25	66	40
Master cert.	32	29	-	-
Recognition	31	46	34	60

3.1.7. Number of registered trainers

In 1986, some 768 000 persons were registered with the competent authorities as trainers with personal and technical aptitude. Of these, 354 2000 persons were active in the field of industry and commerce and registered with the chambers of industry and commerce as trainers with responsibility for their specific specialization; the proportion of women in this field of training stood at

almost 10 % (35 000). The total number of registered trainers is distributed among the various fields of training as follows:

Table 9: Distribution of registered trainers amont the various fields of training in 1986 (in %)

Field of training					
Industry and commerce	Craft trades	Agriculture	Public service	Liberal professions	Domestic service and shipping
46.1	33.6	4.4	4.0	10.9	1.0

All the persons registered with the competent authorities had furnished evidence of their aptitude as trainers in the form of an examination according to the Regulation on the Competence of Trainers or in the framework of the master certificate or, alternatively, had been granted recognition by the competent authorities on the basis of several years of successful training experience.

The latter also applies to persons active in the training field for at least five years without any substantial interruption unless their activity as trainers gave rise to not unsubstantial criticism in this period.

Fewer than 10 % of all persons with training functions registered with the competent authorities were exclusively entrusted with training functions in their companies.

"Full-time trainers" are above all to be found in the training workshops of large-scale companies and training centres outside the firms.

Only persons with training functions actually responsible for the training of young people are registered with the competent authorities. The persons delegated training functions/skilled employees with training functions mentioned above are generally not registered with the competent authorities since they only assume partial functions and partial responsibility in the framework of training.

A comparison between the total number of registered trainers and the total number of trainees gives an approximate ratio of 1:2.4. Under the assumption of approx. 500 000 training companies throughout the Federal Republic of Germany, the ratio of registered trainers as a function of the number of training companies is therefore 1.5:1.

3.2. Qualification schemes for training personnel

3.2.1. Formal qualification schemes

A variety of bodies offer courses for the continuing training of specialized personnel in the field of vocational and occupation pedagogics for responsible training functions in accordance with the Regulation on the Competence of Trainers, e.g. the chambers of industry and commerce, employers' and employees' associations, voluntary

organizations, large-scale firms and state institutions. In contrast to distance or media-based courses, qualification according to the Regulation on the Competence of Trainers is predominantly imparted in the framework of direct schemes in the form of seminars or training courses. Almost 85 % of these schemes are organized and implemented by the chambers of industry and commerce.

As regards the duration of such courses, the 120-hour model is predominant. A full-time course therefore generally lasts 3 weeks, whereas a course which takes place in the evenings or at the weekends will last 3 - 5 months. The possibility of preparing for a certificate of aptitude as a trainer is generally open; preparation may also be in autodidactic form.

Knowledge of vocational and occupational pedagogics is tested in the form of an examination before an examining board. This examination - which is not a state examination - covers the following fields:

1. Basic issues of vocational training
   (a) the tasks and aims of vocational training in the education/training system, individual and social rights of equality of opportunity, mobility and advancement, individual and social significance of working capacity and job performance, links between vocational training and the labour market;

(b) companies, intercompany facilities and vocational schools as training sites in the vocational training system;

(c) tasks, status and responsibility of the person providing training and the trainer.

2. Planning and implementation of training:
(a) contents of training, training job profile, general training plan, examination requirements;

(b) didactic processing of training contents:
(aa) stipulation of learning objectives, structure of the training scheme;
(bb) stipulation of theoretical and practical training segments, selection of company and inter-company training places, elaboration of the company training plan;

(c) cooperation with the vocational school, vocational counselling services and the training counsellor;

(d) teaching and learning processes in the context of training:
(aa) forms of teaching, especially instruction and practice at the training site and work-place, verbal teaching, demonstration of training processes;
(bb) training resources;
(cc) learning aids and guidance materials;

(dd) evaluation and assessment.

3. Young people undergoing training:
   (a) the need for and importance of vocational education oriented towards young people;

   (b) achievement profile, ability and aptitude;

   (c) typical symptoms of adolescent development and behavioural patterns, motivation and behaviour, psychological aspects of group behaviour;

   (d) environmental influences inside and outside the company, the social and political behaviour of youngsters;

   (e) behaviour in cases of young people with special social and learning difficulties;

   (f) health care for the young person, including prevention of occupational diseases, consideration of individual energy curves, accident prevention.

4. Legal foundations:
   (a) the essential provisions of the Basic Law (the constitution of the Federal Republic of Germany), the constitution of the relevant Federal State and the Law on Vocational Training;

   (b) the essential provisions of labour and social

legislation, including legislation on occupational safety and health at work and the protection of minors, in particular legislation relating to employment contracts, the promotion of employment and training, the protection of young people at work and accident prevention;

(c) the legal relations between the person providing training, the trainer and the trainee.

The examination takes place in written and oral form. Practical instruction of trainees by the candidate takes place in the framework of the oral examination. The examination lasts a total of 5 1/2 hours.

In 1986, 21 000 persons passed the certificate of aptitude as a trainer according to the examination procedure described above. Approx. 18 000 persons acquired this certificate, e.g. on the basis of their many years of experience in the training field by recognition or exemption from the aptitude as a trainer examination.

An examination in vocational and occupational pedagogics also takes place within the framework of all master certificate examinations. The contents and procedure in this context are comparable to the details outlined above. Table 10 shows master certificate examination passes in 1986 according to fields of training.

Table 10: Master certificate examination passes according to fields of training in 1986.

Field of training				
Industry and Commerce	Craft trades	Agriculture	Public service	Domestic service and shipping
8 627	32 725	3 770	126	961
Total				46 209

The certificate of aptitude as a trainer is a binding component of all master certificates, regardless of whether or not the person conerned actually imparts training. If a person has acquired the certificate of aptitude as a trainer following the skilled worker's certificate, the latter is recognized as a module for the master certificate.

The costs for the preparation of the certificate of aptitude as a trainer in the framework of training courses range between DM 600 - DM 900 per participant (including the examination fee).

3.2.2. Non- formal qualification schemes

The continuing training for trainers schemes in Berlin shall serve as a brief example for non-formal qualification schemes.

58 different organizers offered approx. 560 continuing training for trainers schemes in Berlin in 1988. Approx. 20 % of the continuing training schemes concerned continuing training in the field of occupational and vocational pedagogics. The subjects of the occupational and vocational pedagogics schemes offered ranged from "Instruction at the workplace", "Methods of dialogue with young people" and "Training for trainers in the solution of conflicts" to leadership and work organization.

Most of the schemes on technical or job-related continuing training involve subjects classified according to commercial/ administrative and industrial/technical fields. Continuing training schemes in the industrial/technical field range from production techniques in the metalworking, plastics and electrical engineering industries to subjects of occupational safety. Familiarization with new technical developments is hereby in the foreground.

The schemes in the commercial/administrative field range in content from organization and rationalization in materials procurement and marketing to finances and accounts, whereby new technical developments such as data processing and informatics have an important role to play.

The implementing bodies of these continuing training schemes are generally institutions outside the firms, e.g. competent authorities, employers' and employees' organizations, voluntary and non-profit-making bodies, large enterprises, adult education centres and universities. As

far as the length of continuing training schemes for trainers is concerned, most of the schemes last between 8 and 32 hours, in full- or part-time form.

The schemes are above all implemented in the form of training courses, training seminars, lectures, discussion groups, work experience and company visits. The costs of these schemes are extremely varied. According to organizer, subject and duration, they may range from being gratuitous to a price of DM 2 500.

3.3. Role of the persons providing training/trainers and how they are assessed by young people

3.3.1. Role perception of the persons providing training/ trainers

The trainers' function in the company to a certain extent determines their role. On account of their position, they have a different status vis-å-vis the trainees to that of the other employees or colleagues in the company. They initiate the trainees to new working tasks, give them tasks to perform, expect certain behavioural patterns from them, monitor and assess their work and learning progress. It is therefore not surprising that trainees orient their behaviour towards the actions and behavioural patterns of the trainers, especially since some trainers represent a kind of reference person for the trainee on account of the rapport they have established with them.

Trainers have a role model function for the trainees. In other words: the youngsters orient themselves towards the way in which the trainer himself represents the skills and behavioural patterns required. The majority of the surveyed trainers are aware of their role model function in technical matters. However in some cases this is not so strongly perceived among those imparting multidisciplinary skills.

The majority of trainers show a keen interest in the learning progress of the trainees. A commitment can be discerned among trainers in this context: the young people should be able to learn something from them, above all in the field of technical knowledge and skills. According to their statements, the majority of trainers try to make training attractive and motivating for the young people, whereby these aspirations are on occasion restricted by the narrowly-defined limits of industrial necessities.

Performance-related action and behaviour on the part of their trainees is in the foreground as far as the trainers are concerned; they pay less attention to the personal problems of the trainees, although many trainers emphasize how important it is to establish a personal rapport with the trainees. It can be observed among trainers in the craft trades that personal relations with the youngsters are cultivated alongside considerations of performance-related action and behaviour to a greater degree than trainers in other fields.

The surveys show that 85 - 90 % of persons with training functions are satisfied with their training activities.

It is interesting to observe the gender-specific expectations of the trainers: they expect young women undergoing training to show care, precision , punctuality and the ability to establish contacts, whereas independence, creativity and self-initiative are the characteristics they expect to find in the young men.

In the light of the constant increase in foreign youngsters receiving training within the framework of the dual system in recent years (currently approx. 57 300), the persons with training functions have become more aware of the intercultural and international dimensions of vocational training. At the same time our survey shows that trainers recognize the necessity of a further extension of the intercultural dimension in the field of vocational training in the light of the advancing economic integration of Europe and the creation of the European Single Market.

3.3.2. Assessment of the persons providing training/ trainers by young people

Young people perceive the trainer as follows:
The majority of youngsters acknowledge that their trainer is sensitive to technical problems. They indicate that their trainers are relatively well informed about their level of achievement. In many cases they underline that

their relations with their trainer are restricted to technical questions and problems and that personal matters are less to the fore in the context of in-company training. In the training situation in the craft trades, personal and technical aspects tend to be given equal consideration.

For the majority of trainees, the trainer is much more than a teacher and a social worker; he is a person they respect and a role model from the technical point of view. The trainees see the trainer as a superior with a special status in that he assigns them working tasks, introduces them to new working tasks, controls and assesses their progress.

The following, in order of importance, are the major abilities young people expect from their trainers:

- didactic abilities (being able to explain things);
- technical skills (good technical know-how);
- social qualification (good relationship with the trainee);
- psychological qualities (patience, steady nerves).

Popular trainers are characterized in the opinion of trainees both by their personality as a trainer (a person of authority with a position of trust) and their technical competence.

Although a number of youngsters fail to find a training place in the occupation of their choice, a statistical

assessment of the training situation shows that 46 % of trainees are very satisfied with their training, 33 % of youngsters enjoy their training, 14 % regard their training as a necessary evil, 4 % would prefer to drop out and 3 % find their training difficult.

4. Analysis of the results and further development trends to promote in-firm training personnel in the Federal Republic of Germany

4.1. Future demands on the in-firm training of young people

As is confirmed by our surveys, the broadening of the spectrum of learners in in-firm vocational training in terms of age, sex, previous education, vocational experience and educational qualifications, the rapid advance and application of new technologies with programme-controlled working processes and the revision of major training regulations throw open a whole series of questions which make additional demands on the training of future technical personnel and thus of in-firm training staff.

If one first of all considers the demands on the training of future specialized personnel in the light of the described changes, the following indications can be concluded from the situation as observed:

In present-day training practice the trainee encounters a series of organizationally-clustered task complexes, e.g. specialized departments which are functionally oriented and partially geared towards highly specialized working processes in commercial and productive activity.

The youngster frequently remains unaware of the complex, interdependent inner-company linkages into which working

action is integrated. Appraisal is rendered even more difficult by in particular the use of new technologies. Thus, e.g., the commercial and productive field of operation in the company may not be regarded as isolated, homogeneous sectors.

The demand for an holistic overview of the nature and subject-matter of work requires an approach focused on these interdependent links. Consideration of the interface between the classical field of the commercial function and the technical/planning field is largely absent from today'sdebate on computer-integrated manufacturing.

The impression is gaining ground that a change is taking place in the fields of both production and training - a change away from functional orientation towards process-oriented, complex accomplishment of tasks.

This implies two conclusions as far as vocational training is concerned: reinforced emphasis on the focal elements of qualifications in information technology (handling and fields of operation) and multidisciplinary skills (key qualifications). Both focal elements are to be imparted in connection with the complex operational action of the company. Frequently mentioned examples for the multidisciplinary skills mentioned above are: economical thinking, the ability to solve problems and take decisions, communicative and cooperative skills, self-initiative and self-responsibility, flexibility and creativity. Environmental protection is also gaining ground as a training

task within the firm (although the step from awareness to one's own job-related action is often a very long one).

In order to promote these objectives, learning incentives must be set and learning arrangements organized to facilitate holistic, target-oriented and active learning action. The organization, implementation, evaluation and revision of such learning arrangements in the framework of in-firm training are central additional tasks of in-firm specialized personnel with training functions.

Alongside the already-mentioned skills in the field of information technology, interoccupational and multi-disciplinary skills, pedagogical qualifications are also gaining in importance. Trainers and training managers shall have to revise their traditional role.

There is a further aspect: If new information technology skills and multidisciplinary key qualifications are to be imparted in the company, it shall be necessary for skilled employees entrusted with training functions, trainers and training managers to possess the corresponding qualifications themselves.

This means, with reference to training personnel, that their further qualification should also be geared towards the principles of holistic and self-steered learning in an ongoing process. In this context, reinforcement of the willingness to link up technical, multidisciplinary and pedagogical contents is of particular importance. This

basically means a shift in trend away from the traditional type of "courses" to a more project-oriented and communication-related form of continuing training. In this connection the readiness to assimilate the experience of others and to communicate one's own experience has a central role to play.

4.2. Future demands on in-firm training personnel

The following key contents appear to be of particular importance for in-firm training personnel, above all against the background of increasing international interdependence in the economic and vocational training fields.

As far as specialized personnel with training functions in the firms are concerned, the following qualifications shall have to be reinforced and expanded:

- expansion of skills in the field of information technology in connection with job-related competences (handling, fields of operation, utilization possibilities);

- more information on opportunities of didactic and technical processing of working tasks from holistic angles, above all in the field of new technologies with programme-controlled processes (tasks and task process analysis in the micro field);

- more general information on young and adult learners in vocational training, including consideration of different cultural backgrounds (target group analysis);

- more information on ways and means of promoting and assessing life-long, active learning action;

- reinforcemen of learning in the work process in appropriate working situations.

The following key areas are of particular importance for personnel with management functions in in-firm vocational training, above all due to their increasing involvement in continuing training schemes for in-firm skilled personnel and in-company trainers and persons delegated with training tasks/skilled employees entrusted with training functions:

- training management and control;
- organizational and staff development, personnel management, manpower planning;
- improvement of communication and cooperation of the specialized personnel with training functions at in-company learning sites, especially in firms with a high training intensity;
- analysis findings on company process-oriented task accomplishment, including their organization and interfaces;
- design and organization of in-firm training processes with consideration to different learning target groups

undergoing training;
- design and organization of in-company training schemes, e.g. the provision of possibilities in participation in discussions on the possibility of acquiring further qualifications related to a particular field, work groups, seminars;
- vocational, occupational and economic pedagogics, didactics.

The qualification of trainers and training managers should also be largely self-steered in the form of cooperation and communication. The principle of active, holistic learning, linking technical aspects with the promotion of multidisciplinary skills, above all pedagogical skills, is of overriding importance for the qualification of training personnel. This can be implemented to the extent to which persons with training functions perceive and appreciate this principle on the basis of their own experience.

The following elements are under consideration as possibilities for the qualification of in-firm training personnel according to this principle, both at national level and with a view to an improvement of international relations in the field of vocational training:

- observation, visits, participation in situations relating to the organization, implementation, evaluation and revision of learning in the firm. This may also include independent awareness of work and

and training tasks in the various functional fields (job rotation, job enlargement, job enrichment);

- reflection, i.e. analysis, systematization, presentation and evaluation of one's own experience in subject-related discussion groups, information events, working groups and seminars with specialized collegues from both inside and outside the company.

4.3. Proposals for the improvement of existing information and counselling systems

It is possible to distinguish certain development trends aimed at the promot.on of in-firm training personnel; these have been discussed in the talks with the trainers and in the context of international encounters which have already taken place.

These trends are basically designed towards the promotion of the following measures:

- provision of resources for the development of differentiated information and counselling systems at regional and supraregional level for persons with training functions;

- the establishment and improvement of opportunities for individual and cooperative self-qualification;

- extension of the opportunities for function-related

exchange of experience at regional, national and international level;

- improvement of the opportunities for the coordination of theory- and practice-oriented vocational training measures;

- the creation of opportunities to increase the flexibility of the contents of vocational training;

- improvement of the provision of differentiated information and continuing training measures;

- extension of information systems on continuing training for trainers.

5. Experience gained from the Community project and recommendations for the further development of projects at Community level

5.1. Experience of the German delegation

The following outlines a number of essential impressions gained by the German side in its work on the project in cooperation with delegations from the participating Member States. These impressions take account of both the direct experience of the German delegation in the programmes of visits and interviews in Ireland and Italy and the exchange of experience with other participating Member States in the framework of the joint CEDEFOP conference in Berlin.

The company visits, the interviews with the groups of training persons, the exchange of experience with the organizations and research bodies involved in vocational training and direct encounters with the respective cultural conditions have provided further experience, knowledge and findings in the following fields:

- Information and experience on similarities and differences between different vocational training systems have been gained in the framework of direct observation, visits and interviews with the persons with training functions "on the spot" and with experts.

- Cooperation in this project has promoted systematization of reflection, analysis and target group and demand-related presentation of our own vocational training system.

- Incentives for approaches to solve our own problems in the field of continuing training for in-firm training personnel have been discussed and assimilated.

- Communication between vocational training experts with different linguistic and cultural backgrounds has highlighted the role and function of vocational training research, pinpointed common questions and problems and identified research deficits at national and European levels.

- The opportunities for discussion among vocational training experts have not only promoted the technical exchange of information, but have also provided a framework for the development of personal contacts.

- The discussion on common questions and problems relating to vocational training, above all training personnel, has reinforced the awareness of the importance of tackling these problem areas in a joint dialogue and in cooperation with the respective vocational training research institutions.

5.2. Recommendations for further measures

As the discussions in the framework of the project have illustrated, the above-mentioned changes in the technical, economic and social fields and the resulting demands, especially on in-firm training personnel, have highlighted points of reference, both at national and Community level.

Under consideration of the further development trends in the Federal Republic of Germany, described in Chapter 4, it is proposed that a joint project be launched on the qualification of training managers in the in-firm training system.

Framework conditions could be created at Community level according to the pedagogical principles described to e.g. support the international exchange of information and experience, including adequate participation and visit programmes. Similarly to this project, these projects could be scientifically evaluated by vocational training experts from the participating Member States.

Furthermore, in the light of the growing significance of alternance training structures in the Member States of the Community, the already-mentioned questions concerning the coordination of theory- and practice-related training segments could be the subject of further research projects at Community level.

In the context of considerations concerning the introduction of a European training passport, such measures are presumably of fundamental importance, especially with a view to continuing training.

"IN-FIRM TRAINERS OF YOUNG PEOPLE IN THE FRAMEWORK OF THE DUAL VOCATIONAL TRAINING SYSTEM OF THE FEDERAL REPUBLIC OF GERMANY"

SUMMARY

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BUNDESINSTITUT FÜR BERUFSBILDUNG

FINAL REPORT FOR CEDEFOP STUDY 11.1017

BERLIN, July 1988

1. The dual vocational training system in the Federal Republic of Germany

The majority of young people in the Federal Republic of Germany (currently 1.8 million) receive their vocational training in the framework of the "dual system". This term is used to describe the combination of practical and theoretical vocational training at two places of learning with different legal and structural characteristics. The practical part of vocational training takes place in the training company under the supervision of a trainer, whereas the theoretical part is implemented at a vocational school, attendance of which is compulsory one or two days per week.

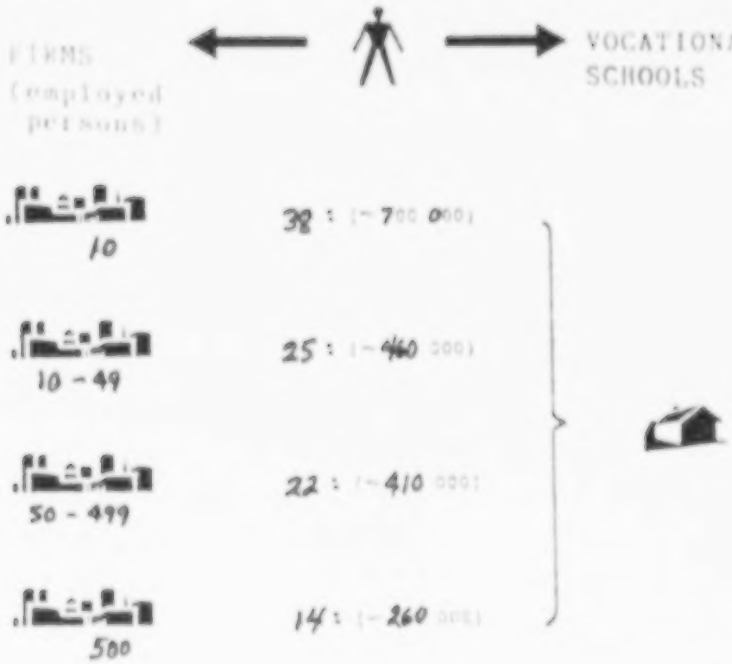
The framework conditions for in-firm training are uniform throughout the country and regulated by the Law on Vocational Training (BBiG) and the Craft Trades Act (HWO). Regulations governing the vocational schools fall under the competence of the individual Länder. The training contract between the training company and the trainee on training in one of the approx. 380 state recognized training occupations forms the basis of a training relationship.

Fig. 1 gives a schematic overview of the vocational training system of the Federal Republic of Germany whereas Fig. 2 depicts the number of training contracts according to the size of the companies providing training.

Fig. 1 Vocational training system in the Federal Republic of Germany

Vocational training components	Duality	
Institution (place of learning)	Firm	Vocational school
Trainer/teacher	Trainer (Regulation on the Competence of Trainers)	Vocational school teacher (study and examination regulations)
Learner	Trainee (apprentice)	Vocational school student
General training plan	Training Regulations	Framework curriculum
Primary didactic principle	Labour process orientation (practice)	Job-related and general knowledge (theory)
Supervision	The competent authority (Chambers)	The state
Organization	Industry	The state
Funding	The firms	Public authorities
Constitutional regulatory competence	Central government	The Länder
Target	Occupational skills for the public and private sectors	

Fig. 2: Training contracts according to size of the companies providing the training.



2. In-firm trainers within the dual vocational training system

2.1. The term "person providing training/trainer"

The term "person providing training/trainer" is defined according to the Law on Vocational Training in conjunction with the authorization to recruit and train young people with the functions and obligations this involves. The assumption of responsibility for training tasks within a firm is primarily one function among others, i.e. productive and service-related functions.

Authorization for the recruitment and training of trainees is linked to the personal and technical aptitude of persons in the firm. If the company proprietor (person responsible for training) does not assume training functions himself, he may only take on trainees if he appoints a trainer who has the personal and technical aptitude to do so. The proprietor must then expressly entrust the appointed trainer with training functions. The person responsible for vocational training must be registered with the competent authority (e.g. chamber of industry and commerce). The competent authority monitors the personal and technical aptitude of the responsible trainer. Fig. 3 and 4 illustrate this situation.

Fig. 3 Entitlement to recruit and provide training under the Law on Vocational Training (BBiG)

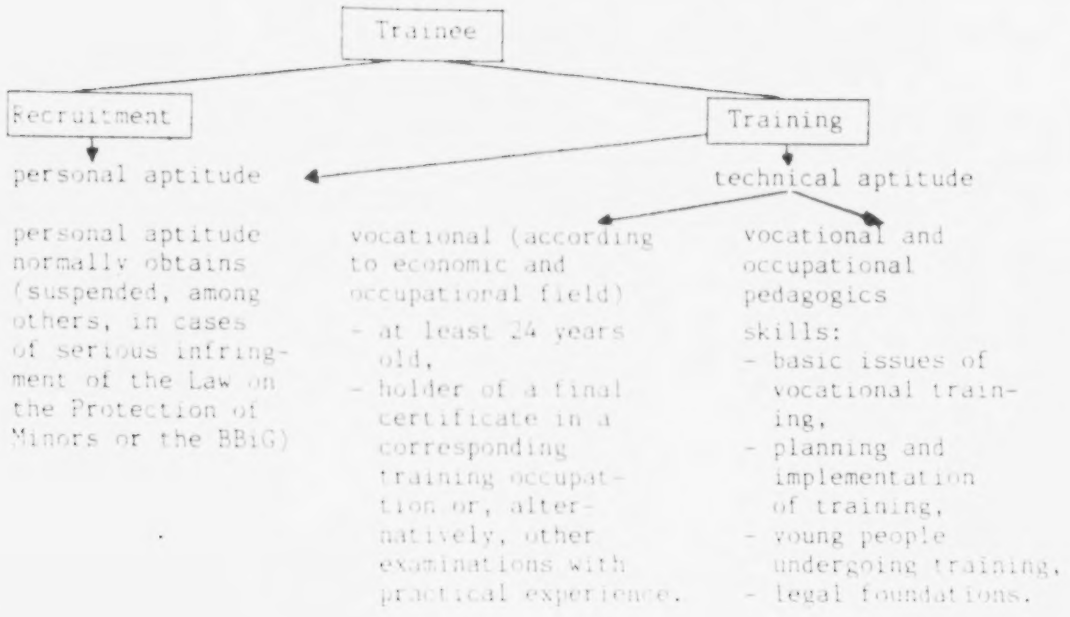
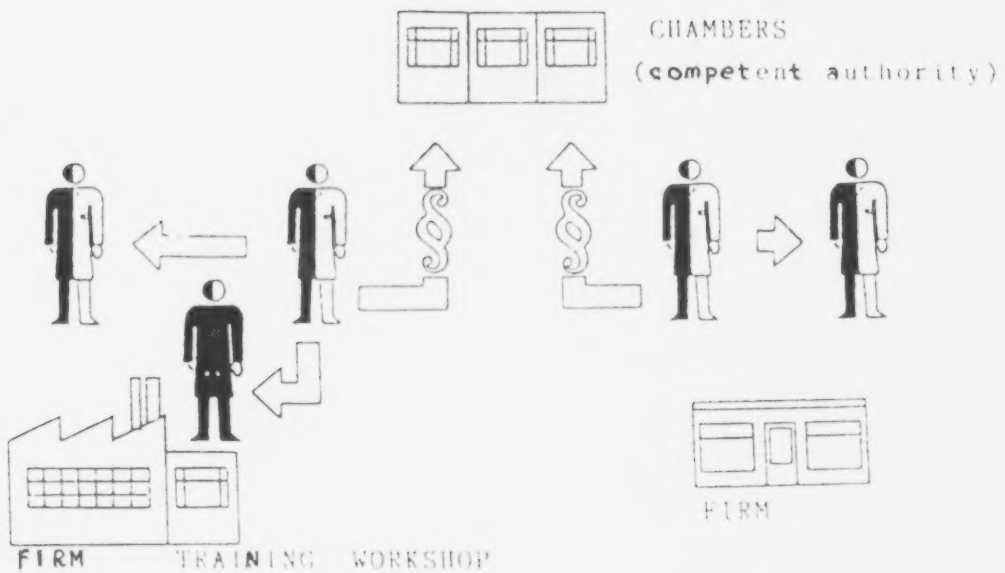

Trainee
Recruitment
Training
personal aptitude
technical aptitude
personal aptitude normally obtains (suspended, among others, in cases of serious infringment of the Law on the Protection of Minors or the BBiG)
vocational (according to economic and occupational field)
- at least 24 years old,
- holder of a final certificate in a corresponding training occupation or, alternatively, other examinations with practical experience.
vocational and occupational pedagogics skills:
- basic issues of vocational training,
- planning and implementation of training,
- young people undergoing training,
- legal foundations.

Fig. 4: Registered in-firm trainers and the formal minimum requirements



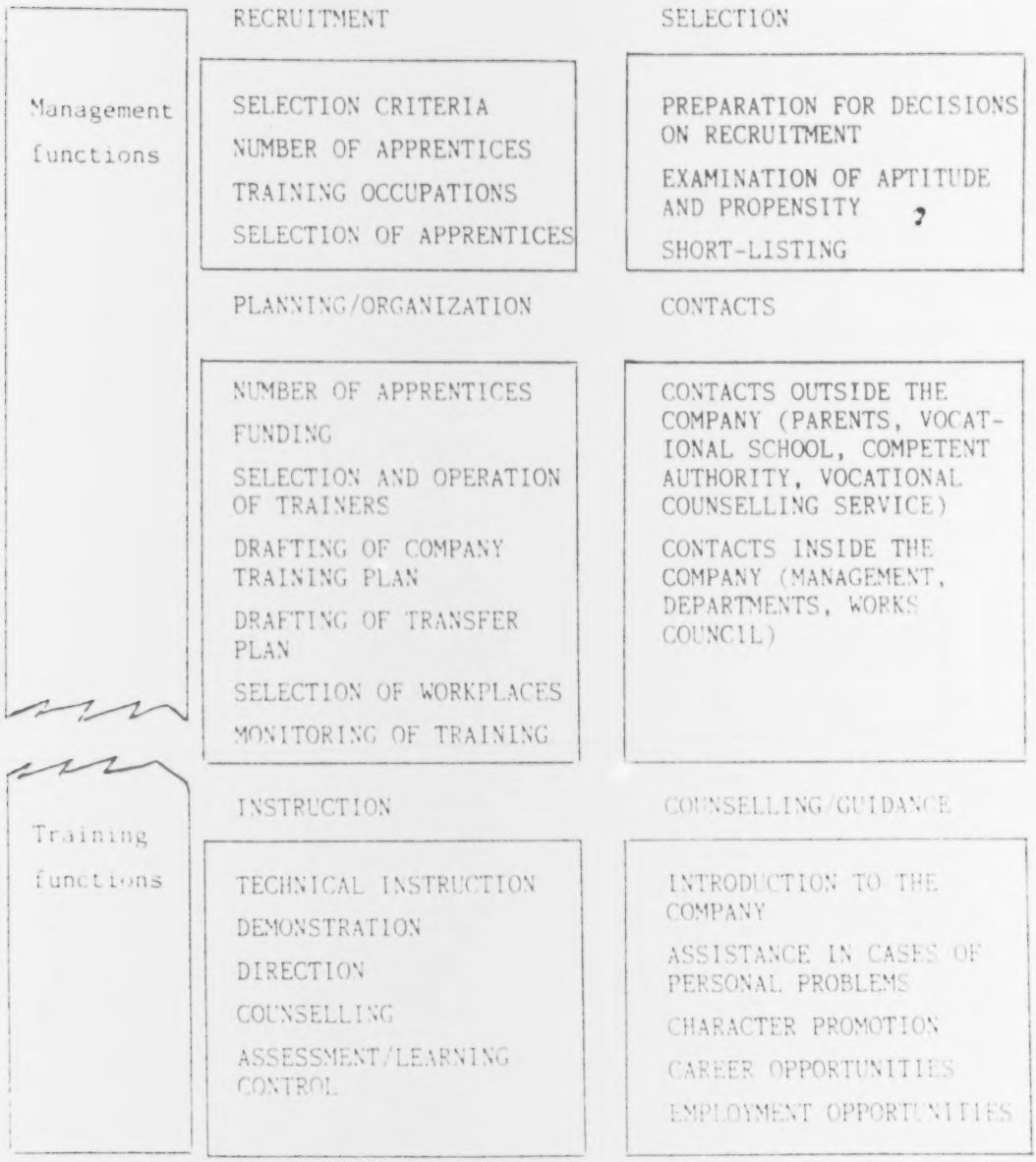
2.2. Tasks and functions of in-firm trainers

The company proprietor is the person providing training and the contracting party of the trainee. He must ensure that the trainee is imparted the skills and knowledge he needs to achieve the training goal and acquires the necessary vocational experience.

He must offer vocational training in a purposeful form and the implementation of this training must be scheduled and structured in such a way that the training objective can be reached within the stipulated training time. He must moreover ensure promotion of the trainee's character and see to it that there is no moral or physical endangerment to the trainee's person.

Fig. 5 shows the tasks and functions assumed by in-firm trainers.

Fig. 5: Personnel functions/tasks in the in-firm training system



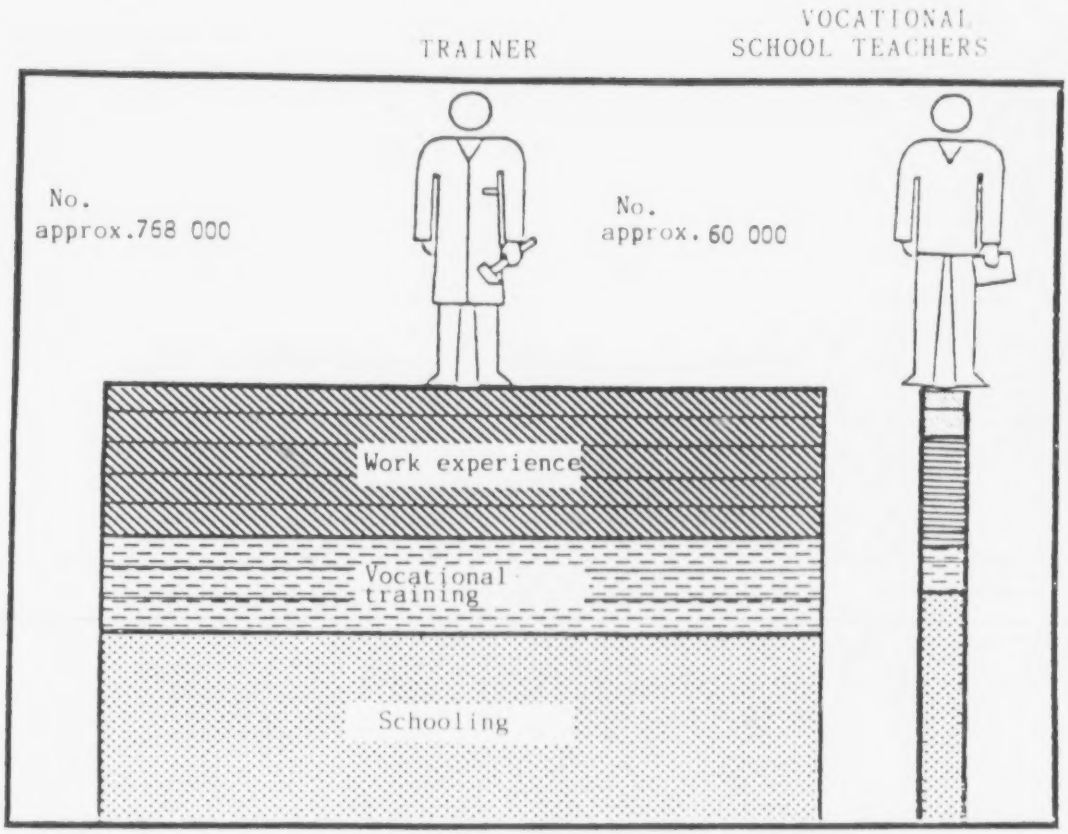
2.3. Qualification, recruitment and number of registered trainers

Before acquiring their authoritzation for training, trainers may have undergone various career patterns. However as a rule their curriculum vitae will have been as follows: completion of general schooling, completion of vocational training or another technical qualification for which evidence can be provided - a number of years of corresponding vocational experience, including the assumption of partial training functions - acquisition of technical aptitude for training via the master certificate or the Regulation on the Competence of Trainers.

In-firm training personnel are usually recruited on-the-job. The recruitment of vocational school teachers takes place following the completion of vocational training or an industrial traineeship, plus a mainly scientifically-oriented course of specialized study.

In comparison to 60 000 teachers who complement in-firm vocational training at vocational training schools, approx. 768 000 (1986) persons are registered with the competent authorities as in-firm trainers (see Fig. 6).

Fig. 6: Career pattern and number of registered trainers in comparison with vocational school teachers



2.4. Continuing training requirements and trends concerning in-firm training personnel

The following trends can be observed in continuing training requirements for in-firm training personnel against the background of technological and social developments and increasing international interdependence in the economic and vocational training fields:

a) Contents

For trainers/specialized personnel with training functions:

- technical continuing training,
- didactic processing of work tasks involving programme-controlled work processes,
- information on learners' different learning paths and opportunities,
- learning and work techniques,
- attitude-promoting methods.

For training managers:

- training management,
- training control,
- staff development,
- staff management,
- organizational development,
- design and organization of continuing training schemes

- promotion of media-based learning.

b) Forms of continuing training

Opportunities for continuing training may take the following forms:

- observation, visits, participation in situations relating to the organization, implementation, evaluation and revision of learning in the firm. This may also include independent awareness of work and training tasks in various functional fields (job rotation, job enlargement, job enrichment),

- reflection, i.e. analysis, systematization, presentation and evaluation of one's own experience in subject-related discussion groups, information events, working groups and seminars with specialized colleagues from both inside and outside the company.

c) Framework conditions

The following measures are proposed to improve the framework conditions for the qualification of in-firm training personnel:

- provision of resources for the development of differentiated information and counselling systems at regional and supraregional level for persons with training functions,

- the establishment and improvement of opportunities for individual and cooperative self-qualification,
- extension of the opportunities for function-related exchange of experience at regional, national and international level,
- improvement of the opportunities for the coordination of theory- and practice-oriented vocational training measures,
- the creation of opportunities to increase the flexibility of the contents of vocational training,
- extension of information systems on continuing training for trainers.

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Note on 3.2.1.
The statements on tasks and functions and the denomination of in-firm training personnel are based, on the one hand, on a series of empirical studies conducted in the years 1973 - 1983 and, on the other, on our interviews and surveys among 22 medium-sized and small-scale companies in the metal-working, electrical engineering and commercial fields. The surveyed persons were training personnel with management/training coordination and training functions. It should be pointed out that neither the underlying studies nor our own study claim to be representative.

Note on 3.1.6

A 1980 Bundesinstitut für Berufsbildung study on the "situation of trainers in the company" gives an impression of the qualifications and educational backgrounds of training personnel. 864 persons with training functions in industry and the crafts sector from 467 companies with 50 + employees in the Länder of Hesse and North Rhine-Westphalia were interviewed in the context of this study.

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Note on 3.3

This is primarily based on 1986 Bundesinstitut für Berufsbildung surveys on the in-firm socialization of trainees, in the context of which 124 trainers and 110 trainees from the industrial, commercial and crafts sector were interviewed. Further aspects were added on the basis of our own study.

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In-firm trainers of young people in the framework of the dual vocational training system of the Federal Republic of Germany

Rudiger von Gilardi
Winfried Schulz

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